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AUTHOR Walter, Eileen L.
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ABSTRACT

A longitudinal study examined the factors that facilitate or hinder Native American children's literacy acquisition. Subjects, 18 three-year-old children attending Headstart classes on the Lummi Reservation in northwest Washington, were observed during their daily hour of free play for an entire school year. The subjects' experiences with drawing, writing, books, stories, and songs were observed. Storybooks were read to groups and individuals, and the subjects were observed drawing pictures and "pretend-writing" their names on their pictures. Although the primary goal of the observer was to become accepted by the children and the teachers, enough data were gathered to suggest certain conclusions and implications for instruction. The data indicated that the subjects: (1) were not aware of print (other than their names) in their classroom environment; (2) were at the scribble stage of drawing and writing; and (3) were familiar with books, knew how to handle them, and knew that books have stories to listen to. Findings suggest that three-year-olds will learn about print by being exposed to labels and signs that reflect the home, school, and community environment; that they will learn about books and stories by listening to the teacher read books and by talking about the stories; and that they will learn about writing by being given the opportunity to experiment with drawing and writing by seeing the teacher write. (Thirty-six references and three appendixes containing forms and tasks, publishers of "big books," and a teaching outline of "the shared book experience" are attached.) (RS)

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A Longitudinal Study of Literacy Acquisition in a Native American Community

Observation of the 3-Year-Old Class at Lummi Headstart

Eileen L. Walter
Western Washington University

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Paper submitted to the Lummi Tribal Council, State of Washington, September 1989.

ABSTRACT

It has been commonly believed that Native American children do not do well in school---they are below the national average on standardized tests; their drop-out rate is high. For these reasons, a longitudinal study is currently being conducted to identify the factors that facilitate and hinder these children's literacy acquisition. Members of the Lummi community in northwest Washington were interested in having the study carried out. During the first year of the project, 3-year-old children were observed at Headstart on the Lummi reservation. The children were observed for one hour during their free play time which took place after their arrival at school. The children's experiences with drawing, writing, books, stories and songs were observed. The availability and use of books and print in their environment were noted. In addition, drawing and writing materials were provided at one table in the room, and children were observed drawing pictures and asked to "pretend-write" their name on their pictures. Further, storybooks were read to groups of children and to individuals. Although data were collected, the primary goals were to become familiar with the children and to be accepted by the teachers, parents, and children. This was accomplished by participating in the daily routines, such as writing names on children's artwork, playing with children when asked, and helping children clean up after play-time. Although a limited amount of data were collected, some conclusions were drawn and recommendations for instruction were made.

A LONGITUDINAL STUDY OF LITERACY ACQUISITION
IN A NATIVE AMERICAN COMMUNITY:

Observation of the 3-Year-Old Class at Lummi Headstart

Background

It has been commonly believed that Native American children do not do well in school---they are below the national average on standardized tests; their drop-out rate is high. For these reasons, it is essential that we identify the factors that facilitate and hinder these children's ability to succeed in school. One area of needed research is their literacy acquisition.

Literacy acquisition begins long before children come to school; children as young as two and three have been found to exhibit knowledge of print (Goodman & Goodman, 1979; Harste, Burke, & Woodward (1984). It is now believed that children's literacy emerges as they experience activities that involve reading and writing, in particular in the home environment. This stage of literacy acquisition is now referred to as "emerging literacy" (see Teale, 1987, for a review of this research). Children make sense of books and print as part of their experiences in the same way that they make sense of their experiences (Goodman, 1983). Further, the cultural and environmental effects on children's learning to read and write is well-documented (see Baghban, 1984; Heath, 1983; Miller, Nemoianu, & DeJong, 1986; Reder & Green, 1983; Scollon & Scollon, 1980; Scribner & Cole, 1981; Taylor & Dorsey-Gaines, 1987; Teale,

1986). Because the home and the culture have been found to contribute substantially to children's literacy acquisition, the present study of literacy acquisition was initiated with 3-year-old children. Their exposure and knowledge of print, books, stories and writing will be studied over a 10-year period to identify their literacy experiences as well as to determine the effects of their experiences.

The Lummi community, near Bellingham, Washington, was initially approached because the school drop-out rate is high, there are 1800 children presently in school, and the Lummi Tribal Council places a high priority on education. In addition, the Lummi Tribal Council and Lummi Headstart were receptive to a study of their children's literacy development.

Methodology

A study of literacy acquisition of Lummi children was begun with the observation of the 3-year-old class (n=18) at Lummi Headstart. The class was visited seven times from October 1988 to April 1989. The children were observed for one hour during their free play time which took place after their arrival at school (10:30-11:30). The following were observed: the children's play, their interactions with each other and the teachers (referring to both teacher and aides), print displays in the classroom, and language activities directed by the teacher. In addition, drawing and writing materials were provided at one

table in the room. During this activity children were observed drawing pictures, they were asked to "pretend-write" their name on their pictures, and their language was recorded. Further, storybooks were read to groups of children and to individuals. Although data were collected, the primary goals were to become familiar with the children and to be accepted by the teachers, parents, and children. This was accomplished by participating in the daily routines, such as writing names on children's artwork, playing with children when asked, and helping children clean up.

Results

Data were collected regarding the children's exposure to and knowledge of print, books and stories (see Appendix A for forms used to collect data). Although data were collected for individual children, results are reported for the class as a whole. However, results do not reflect what all the children know but rather are instances of what some of the children know about print, books and stories. Frequencies were not recorded in the data.

Children's Exposure to Print, Books and Stories

The children's exposure to print, books and stories occurred to some degree and in a variety of ways, including the children's names, print displays, drawing and writing, and books and stories.

Names: The children were aware that the teacher had a list of their names and checked their names if they were present. They looked at the list of names when it was left on a table. The children knew that their name (which was printed on a card) was at a specific place on a table and that was where they were "suppose" to sit although they did not always do so since many activities were usually done at one table. However, there was some "squabbling" between the children when someone wanted to sit at "his or her" place and someone else was sitting there. The children were also aware that the teachers wrote their names on their drawings, paintings, and other work that they produced. They would watch as the teacher wrote their names or give the teacher their work so that she wrote their names. The teachers frequently reminded the children of the need for their names on their work. The children made more comments about their names as the year progressed.

Print Displays: Print was displayed in the classroom to some extent. Bulletin board displays which included words were the colors, the senses, the shapes, and the children's names. The alphabet or individual letters were not displayed in the room. Other displays included signs, such as "fire exit", and labels for displays, such as "Welcome to Headstart" and "Watch Us Grow". The children's artwork displayed on the walls showed their names printed by the teacher.

The print displays were predominantly non-implementing (see

Taylor, Blum, & Logsdon, 1986, for a discussion of non-implementing and implementing written-language displays in the classroom), i.e., they were designed as decorations for the room rather than used by the teachers and children for communicative or instructional purposes. Displays that were potentially implementing were the colors, the senses, and the children's height. The teachers were not observed making use of or making reference to the print displays although the children were observed looking at and talking about some of the bulletin boards, especially if they were new or based on a current theme, such as Halloween. Two of the displays observed during visits were accessible to the children, i.e., the children could touch them or look at the them at eye-level. During one visit a child approached a bulletin board with the colors; without prompting or mediation the child touched, pointed, and named the colors.

Drawing/Writing: During free play the children had access to drawing paper, dittoes with pictures to color and cut out (some dittoes has words as labels for pictures), pencils, crayons, marking pens, things to trace, scissors, and paints. The children most frequently chose dittoes to color and the easel for painting. In addition, the children were given various art projects to carry out which involved drawing, such as making Halloween bags.

The children's paintings were typically circular scribbling, although the children would name an object if they

were asked. A few times children drew pictures with crayons, in most cases, drawing faces or shapes, such as lines, circles, and dots. When drawing the children would sometimes draw on each other's papers and the table tops. At times, the teacher would write what a child said about his/her picture, such as "This is T.J." The children did not try to write, try to write their name, ask for help in writing their name, or try to read what was printed on dittoes or what the teacher wrote on their papers.

Drawing and writing materials were provided at a table during the latter half of the school year. The children could choose to draw at the table during free play time. In addition, some children were asked to draw a picture for the researcher. Most children came to the table to draw at least once but a few children did not come at all. After drawing a picture, the children were asked to write their names. In the beginning they said they didn't know how, but when told they could pretend, they made a scribble for their name. The children only "wrote" their names when asked.

Books and Stories: There were some storybooks available in a rack in a corner of the room. The children were not observed looking at the books, and the teachers were not observed reading to the children.

However, the children were observed reciting a number of rhymes and songs, such as "Five Little Pumpkins", "The Wheels on the Bus", "Head and Shoulders", "Five Bumblebees", "Who Stole the

Cookie", "Willabee, Wallabee, W--", "The Farmer in the Dell", "Old MacDonald Had a Farm", "Ring Around the Rosie", and "Jingle Bells", among others.

During three visits, the researcher read a book to the children; one book was read twice. The first book was Mrs. Wishy Washy, a Big Book. The children who wanted to listen to the story came to the rug; almost all the children came. They wanted to hear the story read several times. The first time they were asked to tell what they think would happen next; many were able to guess another farm animal and some were able to predict the ending--the animals went back to play in the mud. Then the children read with the researcher who left out words for them to guess; most participated in the "reading". Then a few children "read" the book on their own by themselves. During the next visit, the Big Book was read again to the children; fewer children chose to listen. A small copy of the story was given to individuals to read. One more Big Book, Hairy Bear, was read to those children who wanted to hear it. There was some indication that the same children wanted to listen to the storybooks and "read" the books on their own.

Children's Knowledge of Print, Books and Stories

The children's knowledge of print, drawing and writing, and books and stories is based on a limited number of observations; no tests were given to determine what they know. It is,

therefore, a limited indication of what these children know.

Print: There was no indication that any children were aware of the print in their classroom environment other than their names. Although one boy pointed to and said the colors, he did not need to read or even be aware of the words themselves. The children were able to recognize their names but only within a context, i.e., they could recognize their names on their pictures or at their tables. Further, there was some indication that the children were beginning to become aware of letters. They did not recognize individual letters by name but a few children mentioned the names of letters when asked to write their names and identified letters as a name.

Drawing/Writing: The children were at the scribble stage of drawing and writing. Their drawings were beginning to be representational, such as the sun, a face, a balloon, the rainbow. Some scribbles were identifiable by the observer and some were not. Some children would draw entirely nonidentifiable scribbles; most would draw a combination of identifiable and nonidentifiable scribbles; one child drew entirely identifiable objects during the last visit. The children would scribble and then identify what they drew either during or after drawing; a few children said what they was going to draw, such as the sun or a rainbow. The children named the objects they drew either on their own or when asked; during the last visit one child told a story about his pictures while he was drawing. Most children

talked with they drew, either to each other, to themselves, or to the researcher.

The children did not write letters or their name, but when scribbling, if they happened to make a letter-like shape, they identified it as someone's name, e.g., "I made my puppies' name." When writing their names, most children either used circles, loops or lines; four children made letter-like shapes; five children refused to pretend-write their names.

Books and Stories: The children were familiar with books, knew how to handle books (e.g. hold the book, turn pages, etc.), and knew that books have stories to listen to. There was some indication that the children were interested in listening to storybooks read to them, especially the Big Books. There was also an indication that some children were more interested than others. They wanted the researcher to read the storybooks several times, they expected the researcher to bring storybooks each time, especially the ones previously read, and they chose to look at the books that the researcher brought and read to them.

When listening to the Big Books, the children tried to predict what would happen next when asked by the researcher. In addition, they tried to read along with the researcher and guess the words that the researcher left out. There was some indication that some children were better able to predict and participate in the reading than others.

All of the children participated in repeating and acting

out rhymes and songs. The children could repeat the words in unison, but they were not observed repeating rhymes by themselves. They, however, eagerly joined in when the teachers started to say a rhyme.

Discussion

Although three-year-old children are not ready to be taught how to read, they can profit from exposure to print, books, stories and writing (see Schickedanz, 1986, and Teale, 1987, for summaries of research on reading and writing development in early childhood (see Teale & Sulzby, 1986, for research on reading and writing development in early childhood). This does not mean that they should be taught the letters of the alphabet or the sounds of letters. Rather, it means that they should be read to, they should participate in activities where they can see people reading and writing, someone should answer their questions about reading and writing, someone should call their attention to print in their environment, and they should be given paper, pencils, and other writing materials. It has been found from research that children's experiences with books and writing materials before they are taught to read contribute substantially to their acquisition of literacy (Wells, 1985). The reason for this is that children learn about reading and writing by imitating the adults as they read and write, and, most importantly, they learn the functions or purposes of reading and writing in their

environment (Taylor, 1983).

On the one hand, what children do not experience in their home environment must be provided by the school environment if children are going to be successful in their efforts at reading and writing. If children have not had experiences with books and writing at home, then the school must provide them. On the other hand, the school environment should become more like the home environment. Children's learning experiences at home are different from their learning experiences at school (Heath, 1983; Philips, 1983). Learning at home is active, functional, and highly contextualized while learning at school is commonly passive, non-functional, and decontextualized (Holdaway, 1986). Children have been learning about many things long before they come to school. Because children find learning natural and easy in the kind of environment provided by the home and community, the school environment must provide a bridge that facilitates the transition between learning at home and learning at school (see Heath, 1983). In other words, children need to learn about print, books, stories, and writing in an active, functional, and contextualized way. This can be done by focusing on meaning and communication rather than on form and skills.

Implications for Instruction

The following are suggestions for providing three-year-old children experiences with print, books, and writing that will

facilitate literacy acquisition in ways that are congruent with the natural learning that children experience at home.

Print: Three-year-old children will learn about print by being exposed to labels and signs that reflect the environment, at school, at home, and in the community (Hiebert, 1978, 1981). The following are some examples:

1. labels for paints, blocks, water, etc.
2. signs for the playhouse, book corner, block corner, etc.
3. cartons, boxes, etc. with labels to be used in the playhouse
4. street and store signs, etc. to be used in the block or truck corner
5. bulletin board displays that reflect classroom activities, such as field trips and parties, and include labels using the children's language
6. teacher's lists of things to do, notes to people, letters to people, etc.
7. print displays that can be manipulated by the children, such as names, labels, color words, signs, etc.

The teacher can draw attention to the signs and labels and her use of print, but the purpose is to make the children aware of print in the environment and the functions of print rather than to have the children read or recognize the print. There is a greater possibility that the children will learn about print if they have a chance to manipulate or use the print in some way. Further, children will use print in their play when they see print being used in their environment (Klein & Schickedanz, 1980).

Books and Stories: Three-year-old children will learn about books, stories, and reading by listening to the teacher read books, by talking about the stories, by "pretend-reading", and by

acting out the stories (Cochran-Smith, 1984). In addition, the children will also learn about stories by repeating rhymes and singing songs. Later, children can learn about books and reading by seeing familiar rhymes and songs in books. In addition, children learn to predict the language of books in the same way that they learned to predict the language of rhymes and songs.

It is highly recommended that Big Books be read to the children (see Appendix B for publishers). Big Books attract and maintain the children's attention and can be used to direct the children's attention to the print and, later, to directionality and specific words. A procedure called "shared book experience" (see Appendix C) can be used with the Big Books; it is designed to replicate the experience children have when parents read to them (Holdaway, 1979).

If possible, the children should be read to in small groups; this gives all the children a chance to see the book and to interact with the teacher. During the reading, the children should be given a chance to talk about the story and to ask questions. The teacher should also ask the children questions, especially prediction questions, such as "What do you think will happen next?" However, teacher questions should not dominate the reading in order to give the children the opportunity to talk and ask questions. In addition, stories should be read to the children as many times as they ask; they will learn something new each time (Martinez & Roser, 1985). Finally, the children should

have access to books that have been read; all Big Books come in smaller versions for the children to read. In looking at books, children will recall not only some of the words of the story but the teacher's behavior and words and will pretend to read the book based on their previous experience with the book (Sulzby, 1985). In time, the children will remember the words and will internalize the behavior associated with reading. At this point, the child is ready for "real" reading, i.e., reading that involves recognition of words.

The following are some (there are many more) of the concepts about books and stories that children learn by listening to stories read to them (Teale, 1984; Teale & Sulzby, 1986):

1. Readers turn pages one at a time, from right to left.
2. Readers look at print.
3. When read, printed words tell the reader something.
4. Pictures relate to the text being read.
5. Spoken words are represented by particular (nonvarying) sets of letters.
6. An empty space marks the end of one word and the beginning of the next.
7. Books have a title and author.
8. Stories have a beginning and an end.
9. The sequence of events in a story does not vary from one reading to another.
10. Readers read for different purposes.

Writing: Three-year-old children will learn about writing by being given the opportunity to experiment with drawing and writing and by seeing the teacher write. Drawing is a precursor to writing (Dyson, 1982, 1986). When children begin to identify their scribbles, they are learning to represent reality in a symbolic way. Children need the opportunity to experiment and

discover how to represent reality in a symbolic way before they can learn how to read. In addition, children will imitate (more accurately reinvent or construct) what they see the teacher do; if the teacher writes as part of the classroom activities, then the children will write when they carry out the activities on their own. The purpose is not to produce accurate forms but to learn the functions of writing in their environment. Children will become aware of letters and words even when they scribble. It was found during the visits that as the children scribbled they became aware of letters and attempted to make letter-like shapes. This recognition leads to greater awareness of letters and words and more experimentation with writing.

The following are some suggestions for providing three-year-old children experiences with writing:

1. set up a drawing/writing table with paper, envelopes, pencils, crayons, and pens
2. have children "pretend-write" their name on their papers
3. provide writing materials in activity centers, such as grocery lists for playhouse, speeding tickets for truck corner, etc.

The more that the activity centers reflect the home and community environment, such as the post office, the grocery store, the fishing boat, etc., the more easily children will associate writing everyday activities (Hiebert, 1981). It also provides them with the opportunity to experiment with writing that is functional and meaningful.

Summary: Concepts about reading and writing can be taught

to the children by the teacher drawing attention to what she does when reading and writing. However, most concepts are learned when children reconstruct the language and behavior of the teacher when they "pretend-read" and "pretend-write" on their own. Reading books, in particular, is an interpersonal experience for young children; as they imitate the teacher (or other adults who read to them), it becomes an intrapersonal experience (Rowe, 1987; Snow, 1983). It is this internalization of interpersonal experiences that promotes the acquisition of literacy. This new understanding of the process of literacy acquisition, so cogently summarized by Teale (1987), serves as a guide for parents, teachers, and administrators:

> Literacy is accomplished through the child's active construction, construction that internalizes social interaction and construction based on independent exploration of written language. The learning takes place through the child's active engagement with the world, particularly through language interactions with adults. Rather than being the product of lessons in literacy, this literacy learning takes place in real life settings for real life activities. Young children's literacy development, like their oral language development, can profitably be described as a process of guided reinvention.

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APPENDIX A: FORMS AND TASKS

Domains and taxonomic analysis of written-language displays

Books		Commercially published story books Commercially published reference/information books Individual child-authored stories Group-authored stories Individual child-authored information books Group-authored information books
Communications		Child-authored notes Child-authored messages Child-authored letters Adult-authored notes Adult-authored messages Adult-authored letters
Lists	Sign-Up	
	Record	Songs we know Books we read What we saw on our science walk
	Summary	Animals we saw at the zoo Paintings we saw on our museum trip
	Reference	Color chart Alphabet chart Sight word list
Directions		Classroom rules Directions for activities Directions for use of centers Recipes Personal directives (Example: Do not move these blocks)

Schedules	Daily schedule Monthly objectives Diary calendar Choice-time selection Job schedule Attendance schedule Group rotation schedule	
Labels	Organization	Location of centers or activity area Contents of shelves Containers that hold things
	Identification	Labeled color chips Pictures labeled for references (Example: This is a ...) Captioned art work
Writing Materials	Paper Chalkboard Flannel boards Pens Pencils Markers Crayons Staples	Glue Scissors Stencils Dittos Things to trace Color forms Plastic letters Chalk

Source: Taylor, Blum & Logsdon, 1986.

Analysis of components of written-language displays

	Implementing	Nonimplementing
ACCESSIBILITY	In activity centers	In areas of non-use-out flow
	Easily observable	Frequently obscured by other things in the room
	Displayed low so Ss can get up close	Displayed high on the wall or limited to bulletin boards
PURPOSE	Designed for use by Ss	Designed for display
	Designed so parts could be manipulated	Static, not designed to be used
	Directions	No clear purpose
	Records of classroom activities	Lists
	Facilitation of classroom routines	Labels
	Planning for future	Decorations (bulletin boards)
	Used by Ss to do something	
LANGUAGE	Whole sentences and stories	One word or limited phrase
	Topic-centered	Lists
	Topic reflects classroom activities	Reflects system-imposed priorities
	When at word level, reflects larger concept (sign-up charts)	Language reflects teacher composition
	Language reflects Ss's input	
CHILDREN'S WRITING	Child-made books	Children copy
	Examples of spontaneous writing by children	Children restricted to dittos
	Child language used to label products	
CHANGE	Displays change frequently	Displays change rarely
	Particular activities change in form as children's abilities change	Once conceived, activity rarely changes

Source: Taylor, Blum & Logsdon, 1986.

Task 1: DRAWING AND WRITING*

Directions:

1. Give the child a plain sheet of paper (unlined) and a choice of crayons and pencils.

2. Ask the child to draw a picture: "Draw of picture for me."

3. Ask the child what it is: "What did you draw?" Write (in quotes) what the child says in the upper left hand corner.

4. Turn the paper over and ask the child to write his/her name: "Write your name for me." If the child refuses or says he/she can't, say: "You can pretend to write your name" or anything to encourage the child to make some kind of representation, but do not show him/her how to do it. If the child again refuses, tell the child that it's all right; he/she can do it another time.

5. Since some children draw a picture rather than write, ask the child to read what he/she wrote: "Read me what you wrote." or "What did you write?" Write (in quotes) what the child says in the upper left hand corner.

6. Note any significant behavior or comments of the child in relationship to what is being produced, for example, which hand used, how pencil is held, talk about what he/she is drawing/ writing, etc.

*Based on Harste, Woodward & Burke.

DRAWING/WRITING TAXONOMY

1. Identification by Researcher: The child
   - scribbles, not identifiable
   - scribbles, identifiable
   - draws identifiable object(s)

2. Identification by Child: The child
   - does not identify drawing
   - identifies drawing when requested
   - identifies scribble/picture after drawing
   - identifies scribble/picture while drawing
   - names picture before drawing
   - tells a story about picture

3. Language During Drawing: The child
   - draws silently
   - talks to self while drawing
   - talks to another while drawing

4. Description of Pre-Writing: The child
   - makes repetitive scribbles
   - makes linear scribbles
   - writes letter like shapes
   - writes letters

5. Identification of Pre-writing: The child
   - identifies scribbles as name
   - identifies scribbles as letters
   - identifies scribbles as words

6. Writing Names and Words: The child

writes name when requested

writes name without being requested

writes words when requested

writes words without being requested

APPENDIX B: Publishers of Big Books

Scholastic Inc.
P.O. Box 7501
2931 E. McCarty St.
Jefferson City, MO 65102

The Wright Group
10949 Technology Place
San Diego, CA 92127

Local Representative: David Steelsmith
206-653-1091

APPENDIX C: The Shared Book Experience

Step 1. Whet the Appetite.

1. Mention the name of the "big book" for several days before the presentation.
2. Mention the activities planned for the class in connection with the "big book."

Step II. Present the Story.

1. Discuss the cover of the "big book," the author, the illustrator, the publisher, and place and date of publication.
2. Read the story to the whole group using lots of expression.
3. Point to the words as they are being read, using a sliding motion with a pointer or your hand.
4. Read the story a second time, encouraging the children to supply the words to complete phrases.

Step III. Read the Story Again and Again.

1. Read to individuals or groups of no more than three or four children from a "small book," which is a replica of the "big book."
2. Be sure each child is sitting close enough to see the print and maintain physical contact with the adult.
3. Point to the words as they are being read, using a sliding motion with a pointer or your hand.
4. If possible, read the book as often as the children request it.
5. Encourage parents or other adult volunteers to help with small-group readings.

Step IV. Implement Multisensory Activities.

1. Plan art activities to correlate with the story, such as drawing the characters.
2. Dramatize the story by using puppets or having children portray characters.
3. Sing a song composed from the words of the story, or sing a familiar song about a related character or activity.
4. Use materials related to the story for math activities.
5. Develop science activities to illustrate the story.
6. Carry out a cooking activity related to the story, and let the children eat what they've cooked.
7. Let children listen to taped versions of the story, and read along in a small book as they listen.
8. Read other books that reinforce or extend the subject of the story.
9. Have available in the library center other books on the subject for the children to enjoy.

Step V. Expand the Experience.

1. Keep copies of the "big book" and "small book" on hand for children to read whenever they desire.
2. Have tapes and copies of the "small book" available for children to hear the story as they desire.
3. Have books and pictures in the library center that correlate with the subject of the story.
4. Tape children as they "read" the story, and play back the tapes (with children's permission).
5. Return to one of the activities suggested earlier whenever children express interest.

Step VI. Begin the Process of Writing.

1. Children dictate sentences to the teacher, who writes them on a large chart in front of the group
2. At the end of dictation, children "read" what they have dictated.
3. Systematically zero in on certain things, such as a particular letter, high-frequency word, color words, or punctuation. Use colored markers.
4. Date and keep together daily entries to form a classroom journal. Share journal entries with another class.
5. In the spring, following extensive experience with group journal keeping, have children begin to keep individual journals. On Monday, give each child five sheets of plain white paper that have been stapled together, so that they may (pretend) write something every day. Anything the child "writes," from squiggles through illustrations, is acceptable. The child may select an entry to share with the class. Send a letter of explanation to parents and let children take their journals home.
6. Teachers should write in their own journals while students write. Children need to see the teacher writing.
7. Have children create, with the help of the teacher, a new story by using the format of the "big book" and changing nouns, verbs, or adjectives. An example would be, "Mary, Mary, whom do you see?" "I see Peter looking at me," following the format of "Brown bear, brown bear, whom do you see?"

Source: Holdaway, 1979.